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| --- | --- | --- | --- |
| **Name:** |  | **School:** |  |
| **Subject:** |  | **Week of:** |  |

Jasper County Schools • Secondary Lesson Plan Template

| **Day of the Week:** | **Monday** | **Tuesday** | **Wednesday** | **Thursday** | **Friday** |
| --- | --- | --- | --- | --- | --- |
| **Standards**  **GPS/CCGPS**  **ISTE NETS-S** | A-REI.5. Prove that, given a system of two equations in two variables, replacing one equation by the sum of that equation and a multiple of the other produces a system with the same solutions. |  |  |  |  |
| **Essential Question**  *Wiggins and McTighe define essential questions as “questions that are not answerable with finality in a brief sentence… Their aim is to stimulate thought, to provoke inquiry, and to spark more questions — including thoughtful student questions — not just pat answers” (106)* | What are the ways to show equivalent systems and how do we solve systems? |  |  |  |  |
| **Opening**  *The opening is the “hook ‘n link” component of the lesson. It should provide a “hook” to motivate and a “link” to prior knowledge for students. This activating strategy must support the skill being taught in the lesson. It should align with both the essential question and the comprehension skill.* | Play if you would rather …. to divide into two groups | Post-test |  |  |  |
| **Work Session**  *Examples could include guided lecture, demonstration lecture, collaborative pairs, graphic organizers, games, writing etc.* | Trashkitball ppt or review sheet |  |  |  |  |
| **Closing**  *3-2-1, jigsaw, ticket out the door, cheat notes, retelling, journaling, etc.* | Question Answer session |  |  |  |  |
| **TIERED LESSON**  **This lesson is differentiated in (check):**  **According to (check:** | Content  Process  Product  Interest  Readiness  Learning | Content  Process  Product  Interest  Readiness  Learning | Content  Process  Product  Interest  Readiness  Learning | Content  Process  Product  Interest  Readiness  Learning | Content  Process  Product  Interest  Readiness  Learning |
| **Tier 1** |  |  |  |  |  |
| **Tier 2** |  |  |  |  |  |
| **Tier 3 (if applicable)** |  |  |  |  |  |
| **Assessment (formative)** |  |  |  |  |  |
| **Assessment (summative, if applicable)** |  |  |  |  |  |
| **Rigor** | Level 1: Remember  Level 2: Understand  Level 3: Apply  Level 4: Analyze  Level 5: Evaluate  Level 6: Create | Level 1: Remember  Level 2: Understand  Level 3: Apply  Level 4: Analyze  Level 5: Evaluate  Level 6: Create | Level 1: Remember  Level 2: Understand  Level 3: Apply  Level 4: Analyze  Level 5: Evaluate  Level 6: Create | Level 1: Remember  Level 2: Understand  Level 3: Apply  Level 4: Analyze  Level 5: Evaluate  Level 6: Create | Level 1: Remember  Level 2: Understand  Level 3: Apply  Level 4: Analyze  Level 5: Evaluate  Level 6: Create |
| **Thinking Maps** | Circle  Brace  Flow  Tree Map  Multi-Flow  Bridge  Double Bubble  Bubble | Circle  Brace  Flow  Tree Map  Multi-Flow  Bridge  Double Bubble  Bubble | Circle  Brace  Flow  Tree Map  Multi-Flow  Bridge  Double Bubble  Bubble | Circle  Brace  Flow  Tree Map  Multi-Flow  Bridge  Double Bubble  Bubble | Circle  Brace  Flow  Tree Map  Multi-Flow  Bridge  Double Bubble  Bubble |
| **Homework** |  |  |  |  |  |
| **Resources** |  |  |  |  |  |

\*\*Each component of this plan may or may not be used every day/week.